**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 2** | | | **Date(s)**: September 7, 2012 |
| **Unit Title:**  **Unit 1: A Story to Share** | | | **Corresponding Unit Task: 3 (Interview)** | | |
| **Essential Question(s):**   * **How does asking and answering questions help me to understand key ideas and details while I read?** * **How do characters develop throughout a story?** * **How do illustrations and words in a text help readers comprehend what they read?** * **How do good writers share their opinion with readers?** * **How do good writers tell the story of someone else’s life?** * **How can a good speaker effectively share a story with an audience.** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * [**www.gardenofpraise.com**](http://www.gardenofpraise.com) * **The Important Book by Margaret Wise Brown** * **Document camera** * **Paper** * **Pencils** * **Art supplies** * **Story Maps** * **T-Charts** | | | | * **character** * **plot** * **setting** * **problem** * **solution** * **organization** * **story map** * **T-chart** * **challenge/event** * **response** * **interview** * **biography** * **note taking** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.2.1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.**  **RI.2.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **I Can Statement(s):**   * **I can identify main events in a person’s life.** * **I can identify major events and challenges in a biography.** * **I can share ideas about the ways people respond to major events and challenges.**   **Instructional Plan:**   * [**www.gardenofpraise.com**](http://www.gardenofpraise.com) **(choose a biography that correlates to Black History Month for later door project).** * **Review the genre: biography.** * **Read the biography aloud as students follow along on the projector.** * **Discuss the person’s major events. (To the tune of “I’ve Got the Whole World in my Hand” – I’ve got the who, what, where, when, why . . . I’ve got the main idea in my hand. (Create gloves). (Refer back to The Important Book by Margaret Wise Brown.** * **Write “The Important thing about . . . “ together.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.**  **L.2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  **L.2.2e – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * **I can create questions to interview a person from the community.**   **Instructional Plan:**   * **Brainstorm questions to use in an interview.** * **Discuss how students will take notes to record the interview.** * **Guide the discussion.** * **Full name?** * **Where are you from?** * **Where do you live now?** * **What is your family like?** * **Do you work? Where?** * **What other interesting facts could you tell me about yourself?** * **What are some challenges or big events you have faced in your life?** * **How did these challenges or events effect you?** * **What are you like today?** * **How did your earlier life help to make you who you are today?** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions.** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about topics and texts under discussion.**   **I Can Statement(s):**   * **I can create questions to interview a person from the community.**   **Instructional Plan:**   * **Brainstorming activity from writing (see above).** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Word Study**  **Standards:**  **L.2.2d – Generalize learned spelling patterns when writing words.**  **I Can Statement(s):**   * **I can use spelling patterns to correctly spell new words.**   **Instructional Plan:**   * **Spelling Test** | | | | |
| **Closing/Summarizing Strategy** | * **Review of “I Can” statements.** * **Weekly “Ticket-out-the-Door”.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can add additional questions to the interview list.** | | **Teacher identifies the questions for the interview.** | | | **It may be necessary to limit the number of questions used in the interview.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  List of interview questions. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*